

Instructions for Structured English Immersion (SEI) Model Selection ***School District or Charter Holder submission***

The SEI Model Selection process will be open for submissions on Thursday, January 24, 2008.

When the budget request application becomes active on January 24, 2008, applicants can access the application at <https://www.ade.az.gov/CommonLogon/logon.aspx>, after logging in they should select the link "SEI Budget Request Application."

If the link does not appear or they do not have common logon access they should contact the ADE Support center. Any questions related to Common Logon account, please contact the ADE Support Center at (602) 542-7378 if you are in the Phoenix area. Outside the Phoenix area (866) 577-9636 or E-mail enterprise@ade.az.gov

This form is to be completed and submitted at the School District or Charter Holder level.

SEI Model Selection Form

- The SEI model selection form must be completed for each school district or charter holder *whether or not they submit a budget request*.
- In order to access the budget request form, the district must first submit an SEI model selection form.
- It is allowable for a school district or charter holder to state a selection date in the future, but SEI budget funds *will not be disbursed* until the governing board has made a formal model selection.
- If a school district or charter holder chooses not to submit a budget request, *a reason must be stated*.

STRUCTURED ENGLISH IMMERSION (SEI) MODEL SELECTION FORM

School District or Charter Holder Name _____	CTDS # _____
Contact Name _____	E-Mail _____ Phone _____

A.R.S. 15-756.02 A

Each school district governing board and each governing body of a charter school shall select one or more of the Task Force approved models for structured English immersion for implementation **on a school-by-school basis.**

Identify which Arizona English Language Learners Task Force-approved model/s have been selected by your school district or charter holder on a school-by-school basis.

Check below the grouping structures utilized in the school district or charter holder on a school-by-school basis. Check off all grade and proficiency grouping structures that apply: grouping by grade only, grouping by proficiency only, grouping combining grade and proficiency, sublevel grouping for middle and/or high school use of an itinerant teacher and/or very small numbers of ELLs utilizing Individual Language Learning Plan (ILLP).

If a school is implementing an Alternate Proposed Program (model) that has been approved by the Arizona English Language Learners Task Force, the date of Task Force approval must be included.

If a school is not submitting an SEI Budget Request, an explanation must be provided.

Model Selection Table				
School name (pre-populated)	CTDS (pre-populated)	Structured English Immersion Models of the Arizona English Language Learners Task Force adopted on September 13, 2007 Grouping methods (List all that apply) <input type="checkbox"/> Proficiency Sub-level within Grade <input type="checkbox"/> Proficiency Sub-level within Grade Band <input type="checkbox"/> Overall Proficiency Level within Grade <input type="checkbox"/> Overall Proficiency Level within Grade Band <input type="checkbox"/> Overall Proficiency Level Band within Grade <input type="checkbox"/> Overall Proficiency Level Band within Grade Band <input type="checkbox"/> Itinerant Teacher <input type="checkbox"/> Individual Language Learning Plan (ILLP) - For schools with 16 or fewer ELL students	Alternate Proposed Program (Model) adopted by the Arizona English Language Learners Task Force List date the model was adopted by Task Force	An SEI Budget request will not be submitted for the current school year. This is done with the understanding that the legal requirements for selecting and implementing an SEI Model per A.R.S. § 15-756.02 A are not suspended by this action. If an Alternate Proposed Program (Model) is being prepared, but has not been approved by the Task Force, list that as the Explanation/Justification
School name 1			[Date]	[Explanation/Justification] free form text
School name 2				
School name 3				
School name 4				

District/Charter _____ CTDS Number _____

Meeting Date of approval of Models by Governing Board _____

Signature of Governing Board President _____ Date _____

Instructions for Structured English Immersion (SEI) Budget Requests ***School, school district or charter holder and district roll-up submission***

1. The SEI Budget Request application will be open for submissions on January 24, 2008.
2. The SEI Budget Request application will close on February 8, 2008.
3. ADE will review the applications for accuracy and compliance and forward a budget request to the legislature for funding.
 - a. Budget requests will be submitted through the Arizona Department of Education (ADE), Office of English Language Acquisition Services (OELAS).
 - b. These requests will be submitted online through a web based application in the Common Logon.
 - c. The forms used in this online application process are designed to save input information.
 - d. Upon final school district or charter holder completion, the "submit" command will lock the forms and changes will no longer be accepted.
 - e. Detailed records of all submissions (and accompanying documents) must be retained by the school district or charter school and made available for review or audit upon request.

Part (A) MODEL REQUIRED INCREMENTAL COSTS

Per ARS § 15-756.03 A, if a school district or charter school qualifies to submit a budget request based on the form prescribed in section 15-756.01, Subsection I, the school district or charter school shall submit a structured English immersion budget request on a school by school basis. The budget request shall be for a specific amount of supplemental monies from the Arizona Structured English Immersion fund established by section 15-756.04.

The Part (A) form is utilized for 3 separate submissions

1. School / Charter Level submission (required)
2. School District or Charter Holder's incremental costs submission (optional)
3. District total roll-up summary or Charter Holder's total roll-up summary submission (required)

1.) School / Charter Level Submission (required)

Procedure steps are outlined as follows:

- a. SEI Budget Request Form Part A, "Model Required Incremental Costs" is to be filled out for each school that qualifies to submit a budget request.
- b. A SAMPLE worksheet is available from ADE for each school. The sample worksheet provides incremental costs for teachers and teachers' benefits based on the most cost-efficient class size and language proficiency grouping.
- c. When submitting Form Part A, each school must utilize actual class size and staffing numbers from the previous school year to calculate the number of incremental teachers. Any proposed grouping structures other than those provided on the pre-populated SAMPLE worksheet must be consistent with an approved model. Upon request, the school must submit the revised worksheet with the grouping calculations they are using to ADE. All grouping structures must be compliant with the "cost efficient" requirement of the SEI Models stated in ARS § 15-756.01 (D).
- d. The ELL counts by grade and AZELLA proficiency used for the grouping calculation are the numbers provided by SAIS as of August 15 ((from the ADE) SdELL-72) report for the previous year. These numbers can not be changed.
- e. The current statewide average teacher salary is \$43,833.
- f. Part A may be filled out by the school level personnel or by the school district or charter holder personnel for each school.

- g. The Explanation/Justification text box must be utilized to provide details of funding requests including details of incremental materials being requested.
- h. Each school (or school district or charter holder on behalf of the school) will complete a Part A form and submit it to the school district or charter holder office through the ADE SEI budget request application portal.

2.) School District or Charter Holder's Own Incremental Costs Submission (optional)

- a. School districts or charter holders **may** have SEI model-required incremental costs that are not associated with any individual school.
- b. In that case, a school district or charter holder should complete and submit a Part A form for these costs.

3.) District total roll-up summary or Charter Holder's total roll-up summary submission (required)

- a. The school district or charter holder has the responsibility for submitting a district/charter holder-wide **composite** SEI Budget Request Form, Part A form that is inclusive of all the schools, plus the district/charter holder costs.
- b. This Part A submission will reflect the total of all incremental costs for all schools plus any additional costs of the school district or charter holder.

Part (B) OFFSETS (required)

Per ARS § 15-756.01, "Notwithstanding any other law, the maximum amount of the budget request shall be the incremental costs of the models selected offset by the following monies..."

- a. The school district or charter holder has the responsibility of submitting SEI Budget Request Form Part B, "Offsets."
- b. This information has been pre-populated for each school district or charter holder.

In order to populate the fields with consistent, reliable data, the Arizona Department of Education (ADE) is using the student count numbers and revenue figures from the previous fiscal year. The required ELL student counts are the numbers reported in the ELLS10-1 School Finance report for the previous fiscal year.

A school district or charter holder may modify the Total Funds, ELL population as a % of the qualified population, or the Offset amount on Part (B) but must then complete an Offset Variance Report. The submission will include an explanation/justification for any numbers that differ from the pre-populated figures.

(B) OFFSETS

Federal Funds				
	NOTE: Any changes made to the pre-populated numbers needs to have a justification submitted on the variance report Part (D).	Total Funds	ELL population as a % of qualified population	Offset amount
18	Title I: The portion of TITLE I monies determined by the English Language Learner population as a percentage of the qualified population. (As per ARS § 15-756.01, sub-section I, 2.)	\$xxxxxxxxx (Pre-populated amount)	xx% (Pre-populated amount)	\$xxxxxxxxx (Pre-populated amount)
		\$ (LEA submitted amount)	\$ (LEA submitted amount)	\$ (LEA submitted amount)

(D) OFFSET VARIANCE REPORT

Federal Funds	
18	Title I: The portion of TITLE I monies determined by the English Language Learner population as a percentage of the qualified population. (As per ARS § 15-756.01, sub-section I, 2.)

	EXPLANATION/JUSTIFICATION: [Free Form Text]
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Part (C) BUDGET REQUEST (required)

The school district or charter holder submission will transfer the total incremental costs from Part (A) for the school district or charter holder and subtract the total offsets to compute the amount of the budget request.

This form provides for two budget request calculations. Lines 26 - 28 calculate the budget request as stipulated in ARS § 15-756.01. Lines 29-31 calculate an alternate budget request that removes federal offsets.

Once the budget request has been submitted to the Arizona Department of Education, the application will be locked and will not allow for revisions.

Part (D) OFFSET VARIANCE REPORT (required for any changes on Part (B) Offsets)

For any item for which a school district or charter holder submits a number that is different from the pre-populated number, a detailed explanation/justification must be provided.

Only lines that correspond to items that are different from the pre-populated items need to be reported.

Part (E) Attestation

The attestation form must be completed for each school district or charter holder budget request.

STRUCTURED ENGLISH IMMERSION (SEI) BUDGET REQUEST FORM

A lawsuit involving the funding of the education of English language Learners, *Miriam Flores et al.*, is presently on appeal. Depending on the outcome of that case, the amount of monies available from the State for teaching English Language Learners (ELL) may change.

For the purpose of this **(A) MODEL REQUIRED INCREMENTAL COSTS** form, the "all students" counts are based on the 100th Day Attending ADM Count for the prior school year. For the purpose of this **(A) MODEL REQUIRED INCREMENTAL COSTS** the English Language Learner counts are based on the previous year data from the SdELL-72 report compiled by the Arizona Department of Education on August 15. There are no exceptions to these data points.

School District or Charter Holder Name _____ CTDS # _____ School Name _____ CTDS # _____ Contact Name _____ E-mail _____ Phone _____ <input type="checkbox"/> School submission <input type="checkbox"/> School District or Charter Holder's incremental costs submission <input type="checkbox"/> District or Charter Holder's roll-up summary submission		
(A) MODEL REQUIRED INCREMENTAL COSTS Submitted costs must be compliant with the "cost efficient" requirement of the SEI models stated in 15-756.01 (D). 15-756.01 H: The Task Force shall establish procedures for school districts and charter schools to determine the incremental costs for implementation of the research based models of structured English immersion developed by the Task Force. 15-756.01 L 2: "Incremental Costs" means costs that are associated with a structured English immersion program pursuant to section 15-752 or a program pursuant to section 15-753 and that are in addition to the normal costs of conducting programs for English proficient students. Incremental costs do not include costs that replace the same types of services provided to English proficient students or compensatory instruction.		Incremental Cost
INSTRUCTION		
1	Incremental Teacher Salaries: Incremental teachers required to meet the English Language Learners (ELL) Task Force model requirements, as per ARS § 15-756.01. Use TOTAL number of incremental teachers (from SEI Incremental Worksheet or school/district/charter holder calculation) multiplied by the current statewide average teacher salary from the prior year for each teacher. If a teacher is not on LEA direct contract, the expenses associated with that teacher should be listed on line 3 and not be included on this line or on line 2. Function Code: 1000/Instruction, Object Codes: 6110 & 6150/Salaries	\$
2	Incremental Teacher Benefits: Benefits for the incremental teachers may include Retirement, Social Security Contributions, Unemployment Insurance, Workers' Compensation and health care coverage. Use TOTAL number of incremental teachers (from SEI Incremental Worksheet or school/district/charter holder calculation) multiplied by 25% of the current statewide average teacher salary for the prior year for each teacher. Function Code: 1000/Instruction, Object Codes: 6210, 6220, 6230, 6240, 6250, 6260, 6270 & 6290/Benefits	\$
3	Teacher Professional Services: For Charter School and contract teachers in lieu of lines 1 and 2. Incremental teaching staff that provide instructional services. If a teacher is on LEA direct contract, the expenses associated with that teacher should be listed on lines 1 and 2 and not included on this line. The costs allowed per teacher, for teacher professional services, must not exceed the statewide average teacher salary plus 25% for benefits. Function Code: 1000 Object Code: 6300	\$
4	EXPLANATION/JUSTIFICATION: [Free Form Text]	
CURRICULUM		
5	Textbooks, Instructional Materials & Assessments: Costs prohibited from being included as incremental costs of implementing the SEI models include capital expenses, facilities costs, and computers. Costs permitted to be included are incremental costs of materials, supply and classroom assessment costs that are for materials used in actual classroom instruction and are: 1.) Required for cost efficient implementation of models and 2.) In addition to the normal costs of providing textbooks, instructional aids, and assessments for English proficient students and 3.) Aligned to K-12 English Proficiency Standards and the DSI. Classroom assessments are defined as English language proficiency formative assessments, which are to be administered for the purpose of monitoring learning, focusing instruction and providing immediate feedback to the teacher and student during the learning process. Costs for the AZELLA may not be included. Function Code: 1000/Instruction, Object Code: 6642/Text Books; 6643/Instructional aids	\$
6	EXPLANATION/JUSTIFICATION: [Free Form Text]	

	TRANSPORTATION	
7	Transportation for Staff Between Classroom Sites for the SEI/ELD Program: If the model adopted requires the use of an itinerant teacher to serve more than one site, funding for mileage is an allowable expense based on state standards. Function Code: 2100/Object Code: 6580/Mileage reimbursement; 6626/Gasoline costs (for school vehicle)	\$
8	EXPLANATION/JUSTIFICATION: [Free Form Text]	
	TRAINING EXPENSES	
9	Travel expenses for training administrators Administrators may be required to travel to attend training in the SEI models or the DSI . Standard state mileage, lodging, meals and incidental expenses are allowable expenses. Only training provided by, or approved by the Arizona Department of Education (ADE) is eligible. ADE will require names and attendance dates. Proof of registration and attendance is required for reimbursement and must be on file in the school district or charter holder office. Costs for in-state travel are limited to authorized items and limits on individual expenses based on Arizona Department of Administration stated travel policies. Reimbursement claim forms must be on file in the school district or charter holder office. Function Code: 2500 Object Code: 6580/Meals, Hotel, Mileage; 6626/Gasoline costs (for District/Charter vehicle)	\$
10	Travel expenses for training teachers Teachers may be required to travel to attend training in the SEI models or the DSI . Standard state mileage, lodging, meals and incidental expenses are allowable expenses. Only training provided by, or approved by, the Arizona Department of Education is eligible. ADE will require names and attendance dates. Proof of registration and attendance is required for reimbursement and must be on file in the school district or charter holder office. Costs for in state travel are limited to authorized items and limits on individual expenses based on Arizona Department of Administration stated travel policies. Reimbursement claim forms must be on file in the school district or charter holder office. Function Code: 2200 Object Code: 6580/Meals, Hotel, Mileage; 6626/Gasoline costs (for District vehicle)	\$
11	Teacher stipend for non-school day, non-school year training A stipend paid to teachers that attend SEI model or DSI required training that occurs outside the regular school day or school year is an allowable expense. Only training provided by, or approved by, the Arizona Department of Education is eligible. ADE will require names and attendance dates. Proof of registration and attendance is required and must be on file in the school district or charter holder office. The stipend must be provided in a manner that is compliant with the "cost efficient" requirement of the SEI models as stated in 15-756.01 (D). Function Code: 2200 Object Code: 6110 & 6150	\$
12	Classroom Substitutes The cost to provide a substitute while a teacher is attending authorized training in the SEI models and the DSI is allowed. Only training provided by, or approved by, the Arizona Department of Education is eligible. ADE will require teacher names and attendance dates. Proof of registration and attendance at the training, and support documentation of the substitute is required, and must be on file in the school district or charter holder office. Function Code: 2200 Object Code: 6113 & 6153	\$
13	EXPLANATION/JUSTIFICATION: [Free Form Text]	
14	OTHER EXPENSES	
15	Other Expenses Other expenses that are required to implement the SEI models. Detailed itemization and justification regarding the necessity of the items are required for any costs listed as "other." All expenses must be for model-required incremental costs and must be compliant with the "cost efficient" requirement of the SEI models at stated in 15-756.01 (D).	\$
16	EXPLANATION/JUSTIFICATION: [Free Form Text]	
17	Total Incremental costs of the models (Enter here and on line 27)	\$

	School District or Charter Holder Name _____		CTDS # _____	
(B) OFFSETS This form is submitted only at the School District or Charter Holder level. For the purpose of this Part B OFFSETS form , except for any noted exceptions, revenue amounts are based on the previous fiscal year. For the purpose of this Part B OFFSETS form the ELL student count required by this form is the count in SAIS (ELLS10-1 report) as of 9/1 . The offsets are provided per 15-756.01, "Notwithstanding any other law, the maximum amount of the budget request shall be incremental costs of the models selected offset by the following monies."				
Federal Funds				
	NOTE: Any changes made to the pre-populated numbers (report alternate numbers in the field directly below the pre-populated field) requires a justification be submitted on the Offset Variance report Part (D).	Total Funds	ELL population as a % of qualified population	Offset amount
18	Title I: The portion of TITLE I monies determined by the English Language Learner population as a percentage of the qualified population. (As per ARS § 15-756.01, sub-section I, 2.)	\$xxxxxxxxx ² \$ %	xx% ¹ %	\$xxxxxxxxx \$
19	Title II-A: The portion of TITLE II-A monies determined by the English Language Learner population as a percentage of the qualified population. (As per ARS § 15-756.01, sub section I, 2.)	\$xxxxxxxxx ² \$ %	xx% ⁸ %	\$xxxxxxxxxxx \$
20	Title III: All Federal TITLE III monies and any other federal monies designated solely for the educational needs of English Language Learners. (As per ARS § 15-756.01, sub-section I, 1.)	\$xxxxxxxxx ² \$ %	100% %	\$xxxxxxxxxxx \$
21	Impact Aid: The portion of impact aid monies determined by the English language learner population as a percentage of the qualified population. A school district or charter holder shall only apply unexpended impact aid monies to English Language Learner programs after it has applied its impact aid monies for other allowable uses as permitted by state law. (As per ARS § 15-756.01, sub-section I, 3.)	\$xxxxxxxxxx \$ %	xx% ³ %	\$xxxxxxxxxx ⁴ \$
22	Total Federal Fund Offsets (Add lines 18-21)			\$xxxxxxxxxx \$
State and Local Funds				
23	Desegregation Funding: The portion of desegregation monies levied pursuant to ARS § 15-910 determined by the English Language Learner population as a percentage of the qualified population. (As per ARS § 15-756.01, sub-section I, 4.)	\$xxxxxxxxxx \$ %	xx% ⁵ %	\$xxxxxxxxxxx ⁶ \$
24	ELL "Group B Weight": The ELL support level weight prescribed in ARS § 15-943. (As per ARS § 15-756.01, sub-section I, 5.)	\$xxxxxxxxx ⁷ \$ %	100% %	\$xxxxxxxxxxx \$
25	Total State and Local Funding Offsets (Add lines 23 & 24)			\$xxxxxxxxxx \$
(C) BUDGET REQUEST				
15-756.01 J. The difference calculated pursuant to subsection I of this section shall be the maximum amount of the Structured English Immersion budget request pursuant to section 15-756.03 for monies from the Arizona structured English Immersion fund established by section 15-756.04. Beginning July 15, 2008, school districts and charter schools shall not include the incremental costs of any pupil who is classified as an English Language Learner after July 1, 2007 and who has been classified as an English Language Learner for more than two years in the calculation of the school district's or charter school's Structured English Immersion budget request. (As per ARS § 15-756.01, sub-section J.)				
26	Total Incremental costs of the models (From line 17)			\$
27	Total Federal, State and Local Funding Offsets (Add lines 22 & 25)			\$xxxxxxxxxx \$
28	Budget Request (Subtract line 27 from line 26)			\$
(C) ALTERNATE BUDGET REQUEST CALCULATION				
29	Total Incremental costs of the models (From line 17)			\$
30	Selected Federal, State and Local Funding Offsets (Add lines 21 & 25)			\$xxxxxxxxxx \$
31	Alternate Budget Request Calculation (Subtract line 30 from line 29)			\$

(D) OFFSET VARIANCE REPORT

In the event that a School District or Charter Holder disagrees with the pre-populated amounts listed on lines 18-24 of the Part (B) Offsets form, the School district or Charter Holder may change the amount on that form and provide a detailed explanation/justification on this form.

	Federal Funds
18	Title I: The portion of TITLE I monies determined by the English Language Learner population as a percentage of the qualified population. (As per ARS § 15-756.01, sub-section I, 2.)
	EXPLANATION/JUSTIFICATION: [Free Form Text]
19	Title II-A: The portion of TITLE II-A monies determined by the English Language Learner population as a percentage of the qualified population. (As per ARS § 15-756.01, sub section I, 2.)
	EXPLANATION/JUSTIFICATION: [Free Form Text]
20	Title III: All Federal TITLE III monies and any other federal monies designated solely for the educational needs of English Language Learners. (As per ARS § 15-756.01, sub-section I, 1.)
	EXPLANATION/JUSTIFICATION: [Free Form Text]
21	Impact Aid: The portion of impact aid monies determined by the English language learner population as a percentage of the qualified population. A school district or charter holder shall only apply unexpended impact aid monies to English Language Learner programs after it has applied its impact aid monies for other allowable uses as permitted by state law. (As per ARS § 15-756.01, sub-section I, 3.)
	EXPLANATION/JUSTIFICATION: [Free Form Text]
	State and Local Funds
23	Desegregation Funding: The portion of desegregation monies levied pursuant to ARS § 15-910 determined by the English Language Learner population as a percentage of the qualified population.
	EXPLANATION/JUSTIFICATION: [Free Form Text]
24	ELL “Group B Weight”: The ELL support level weight prescribed in ARS § 15-943.
	EXPLANATION/JUSTIFICATION: [Free Form Text]
¹ ADE percentage calculated by dividing the number of ELL students by the NCLB Title I eligible count as of 9/1 for the previous fiscal year. ² Funding is based on the allocation from the previous fiscal year. ³ ADE percentage calculated by dividing the number of ELL students by the 100 day ADM for the previous year. ⁴ ADE offset calculated by multiplying qualified impact aid funds for the previous year by ELL population as a % of the qualified population. ⁵ ADE percentage calculated by dividing the number of ELL students by the 100 day ADM for the previous year. ⁶ ADE calculated by multiplying total district desegregation funding for the previous year by the ELL population as a % of the qualified population. ⁷ Funding is based on the number of ELL students utilizing funding multiplier provided by ADE School Finance. ⁸ ADE calculation is the number of ELL students divided by $(.8(\text{NCLB Title I eligible count as of 9/1 for the previous fiscal year}) + .2(100 \text{ day ADM for the previous year}))$	

(E) ATTESTATION

School District or Charter Holder Name _____	CTDS # _____
Contact Name _____	Phone number _____ Email _____

A.R.S. 15-756.03 B states that *"Each school district or charter school structured English Immersion Budget Request shall include the signature of the superintendent of the school district and the chief financial officer of the school district or the principal of the charter school and the chief financial officer of the charter school that certifies that the information in the budget request is true to the best of that person's knowledge and has been calculated in accordance with the form prescribed in section 15-756.01, subsection I and that monies from the Arizona Structured English Immersion Fund established by section 15-756.04 will not be used to supplant any federal, state or local monies, including desegregation monies levied pursuant to section 15-910, used for English language learners that were budgeted for English language learners as of February 23, 2006."*

Your signatures below certify that detailed records will be retained and made available for audit upon request.

I certify that:

- 1.) The information in the budget request is true to the best of my knowledge, and has been calculated in accordance with the form prescribed in section 15-756.01, subsection I and
- 2.) The monies from the Arizona Structured English Immersion fund established by section 15-756.04 will not be used to supplant any federal, state or local monies, including desegregation monies levied pursuant to section 15-910, used for English language Learners that were budgeted for English Language Learners as of February 23, 2006 and
- 3.) Instructional materials used for English language development of English Language Learners are aligned with the *Arizona English Language Proficiency Standards* and the *Discrete Skills Inventory*.

School District/Charter School

District/Charter CTDS Number

School District Superintendent/Charter School Principal (signature)

Date

School District/Charter School Chief Financial Officer (signature)

Date